DOCUMENT RESUME

ED 468 588 SO 032 929

AUTHOR	Fitzhugh, William
TITLE	A Geography of Korea for Elementary Students.
PUB DATE	2001-00-00
NOTE	25p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Class Activities; *Cultural Context; Curriculum Enrichment; Elementary Education; Foreign Countries; *Geographic Concepts; *Geography; *Geography Instruction; Learning Activities; *Social Studies; Student Educational Objectives; Teacher Developed Materials
IDENTIFIERS	National Social Studies Standards; *South Korea

ABSTRACT

This geography lesson about Korea is aimed at students in grades 2-4 and requires two class periods to complete. The students read an article about Korea using the five fundamental themes of geography to guide them. They use the information from the article to write about Korea and compare it with their own community. The lesson cites educational objectives; lists applicable National Council for the Social Studies standards; notes materials required; provides a rationale; outlines a detailed step-by-step procedure for classroom implementation; and suggests evaluation and extension activities. It includes resource sheets with background information about Korea as well as activity sheets and a world map. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 468 588

A Geography of Korea for Elementary Students.

William Fitzhugh

SO 032 929

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

W. P. Fitzhugh

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

2

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A GEOGRAPHY OF KOREA
FOR ELEMENTARY STUDENTS

GRADE LEVEL: Elementary Grades 2-4 AUTHOR: William Fitzhugh

SUBJECT: Social Studies

TIME REQUIRED: 2 class periods

OBJECTIVES:

As a result of this lesson, students will:

1. Identify an example of a fundamental theme of geography relating to Korea
2. Write an article using the five themes in order to discuss the geography of Korea
3. Compare Korea and their own community using the five themes of geography

APPLICABLE NCSS STANDARDS:

I. CULTURE

d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions

III. PEOPLE, PLACES & ENVIRONMENTS

c. Use appropriate resources, data, sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information

h. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions

MATERIALS REQUIRED: the following text, map of Korea, world globe, and webbing sheet

RATIONALE:

Students will be reading an article, which gives information about Korea using the five fundamental themes of geography. Students will highlight information and collect data using a web. Students will use the web in order to write to inform, giving a reader their own information about Korea, Lastly, students will compare and contrast their new knowledge of Korea with knowledge they already have about their own community. This social studies lesson integrates reading skills as well as creative writing skills.

PROCEDURE:

1. Introduce artifacts from Korea. These may include baseball, flag, stamps, rice, pine trees, rose of sharon flowers, words written in Korean, as well as books about Korea. Ask prompting questions about why each was selected and how many are familiar from their own community.
2. Review 5 fundamental themes of geography with your students. Students list examples of these themes, which are found in your community.
3. Introduce Korea on your world map. Have students trace a path across the world in order to locate Korea.
4. Use resource sheets, which follow in order to read to be informed. Student's high light important information on their resource sheets.
5. After reading, discussing, and highlighting the resource sheets, students complete ACTIVITY 1.
6. Using information gathered in ACTIVITY 1 student work together in order to complete a web (ACTIVITIES 2 & 3.) Students use the web to write their own article about Korea addressing each of the fundamental themes. Remember to review correct set-up for writing articles.
7. In ACTIVITY 4, students will compare information from their web about Korea and their own community. They should write to inform the reader about at least 2 similarities and 2 differences

between the two regions.

7. Students will draw a picture on either a geo-cube or a geo-pyramid. Each picture displays one concept foe each of the five themes. After coloring and labeling the illustrations on their geometric shape. Students cut-out and assemble their shape (Activity 5.)

EVALUATION:

The geo-cube in Activity 5 is both and extension activity and an evaluation. Each of the writing prompts can be assed as to how well students incorporate new knowledge into their writing assignments.

EXTENSION ACTIVITY:

1. Students construct an alphabet frieze using one picture for each letter of the alphabet. Students draw and label their pictures. This can be completed as an independent project or as a group display in the room.

2. Students use weather data sheets to construct graphs comparing rainfall and temperature in Seoul and Washington, DC (both national capitals.)

We can use the five fundamental themes of geography in order to describe Korea and compare it with our own community. Korea is a small country with a rich geography. As you know the five fundamental themes are location, place movement, human-environmental interaction and region. As you read about the geography of Korea, begin to think of similarities and differences between the geography of Korea and our own community.

LOCATION

Korea is located in eastern Asia. It is a peninsula. The Yellow Sea and the East Sea (Sea of Japan), both parts of the Pacific Ocean, wash its shores. China and Russia border Korea on the north. Japan is only 110 miles away across the Strait of Korea. The absolute location of Seoul, Korea (the capital city) is 37 degrees north latitude and 127 degrees east longitude. An interesting fact is that our capital city Washington, DC is located at 38 degrees north longitude and 77 degrees west latitude. If you were to draw a line straight through the earth, you would discover that Seoul is almost directly on the extract opposite side of the globe! Use the grid system on our world map to find the alphanumeric location of Korea.

PLACE

Korea's culture is different from our country's culture. Koreans are proud of their traditions. Many sights we would see in Korea reflect its culture and history. Due to the Korean War, Korea has been divided at the 38th parallel. You can travel to see this boundary between North and South Korea. This is a heavily fortified frontier! The city of Seoul has been the capital city of Korea for hundreds of years. A wall encircled once the city. People passed through gates in order to enter the city. Today these gates are still standing. They remind visitors of Korea's long history. There are markets located near some of these gates. Some of Korea's people are Buddhists. They worship at temples. Some of these temples are painted a bright red-orange. You will also see tall towers called pagodas. Seoul is the tenth largest city in the world. Imagine all the people who live and work here. You will see many modern skyscrapers in downtown Seoul. People travel on busy streets and in underground subways. Large apartment buildings have been build as homes for Seoul's citizens. In 1988, the summer Olympics was held in Korea. The stadium built for the Olympics seats 100,000 people. The World Cup soccer matches will be held in Korea in 2002. Soccer is as popular in Korea as it is in our country.

MOVEMENT

Years ago Korea was a rural country. Most of the people live on farms in the country. Today most Koreans live in cities. People have moved to the city in order to find jobs. They have also moved because they think schools are better in cities. One out of four Koreans lives in Seoul. Cities are important because of the jobs they provide.

Korea is no longer a farming country. Manufacturing of goods such as televisions, electronic equipment, cars, footwear, video players, and ships are important to Korea's economy. A good system of highways and railroads helps the Koreans move raw materials and finished goods. Goods are exported from the harbors at Inchon and Pusan to cities all over the world. The United States and Japan are Korea's most important trading partners. Korea imports oil, which is used to fire the turbines, which produce electricity.

Koreans have borrowed many ideas from other countries. Baseball and soccer are popular sports. In turn, other countries enjoy activities from Korea. Judo and Tae Kwan Do are popular in Korea and other countries.

HUMAN ENVIRONMENTAL INTERACTION

As Korea's society changed so did the environment that Koreans live in. One large change was the movement to the city. Korean cities are densely populated. Many people live in tall apartment buildings. Seoul is lucky to have so many parks where people can enjoy the out-of-doors. As cities get bigger their problems increase. One environmental problem Seoul faces is air pollution. Exhaust from cars make is air hazy. This is called smog. Traffic moves slowly on busy days. Subways provide mass transit for many people. Traffic jams are common. Industry uses a great deal of energy. Oil must be imported to fire up the turbines, which generate electricity for homes and factories. Once the mountains were covered with forests. Wood was cut down for many uses including home heating. Koreans are now re-planting their forests. This is called reforestation.

REGION

There are many ways to describe Korea as an important region. Korea is an important political region. As a result of the Korean War, Korea was divided into two separate countries. South Korea is a republic. Citizens in Korea vote for their president and have many of rights and responsibilities of citizens in our country. Korea is an important economic region. Many of the goods we buy in the US were produced in Korea. Korean goods are well known for the quality of their craftsmanship. Samsung, Gold Star, Hyundai, and Daewoo are important brand names we all recognize. Skilled labor, educated people, and investment from the United States and Japan have helped Korea become an important manufacturing region. Before manufacturing was important farming was the most important occupation for many Koreans. This best soil is found in lowlands. Rice is the main crop. It grows well during Korea's hot, wet summers.

As a region Korea can be described in other ways as well. The climate of Korea is similar to our region's climate. Korea has four distinct seasons of the year. Summer can be hot and wet. Most of the rain comes in summer. Winters are cold and snowy. Sometimes typhoons cause much destruction.

Culture defines a region, too. The Koreans are proud of their long history and distinct culture. The Korean language is nothing like Japanese or Chinese. The writing system uses a combination of vowels and consonants. This distinctive way of writing is called Hangul. Koreans have developed their own ways of writing poetry, making music, and creating works of art.

ACTIVITY 1: COMPARE & CONTRAST

Complete this chart. Make lists. Write at least 2 facts about Korea and at least 2 facts about our community. This chart can be used with each of the five themes of geography.

GEOGRAPHIC THEME: _____

KOREA	OUR COMMUNITY

ACTIVITY 1

Now use the information in the lists to write at least 2 complete sentences. In one sentence tell how Korea and our community are similar. In the other sentence tell how Korea and our community are different. Remember to identify the theme.

BEST COPY AVAILABLE

ACTIVITY 2: Construct a web. Use the five fundamental themes of geography in order to construct a web for both Korea and our community. List at least 2 facts for each theme. (The web is included.)

ACTIVITY 3: When you have finished use the information in the web to write an article about Korea. Be sure to use at least one fact from each of the themes. Remember that you will also need a title and a topic sentence for your article.

ACTIVITY 4: When you have finished both webs, writes an article, which compares the geography of Korea with our region. You will need a title as well as a topic sentence. Remember to compare data from the same themes for both regions.

ACTIVITY 5: CONSTRUCT A GEOGRAPHY CUBE OR PYRAMID
On the cube draw one picture to represent a fact you learn about Korea. Label each of your drawings. Cut out the cube. Fold on the lines. You may use tape to complete your geography cube. (The pattern is included.)

BEST COPY AVAILABLE

Activity 6: CONSTRUCT AND ALPHABET BOOK

Students label and illustrate a word for each letter of the alphabet for something, which reflects their knowledge of Korea. This can be constructed on a chart or small 5x8 pieces of paper can be staple together to make a book.

Some examples might be: Asia, baseball, China, DMZ, export, Hangul, Inchon, judo, kimchi, North Korea, Olympics, pagoda, rice, subway, tae kwan do, won, Yellow Sea

BEST COPY AVAILABLE

COMPARING CLIMATES
OF SEOUL, KOREA AND WASHINGTON, DC

Since Seoul, South Korea and Washington, DC are similarly located it will be interesting to compare and contrast the climates of each region. Seoul is at 37 degrees north latitude. Washington is at 38 degrees north latitude. Both cities are located bear the coast.

Some questions to think about.

1. Examine the data for each city separately.

What can you tell about temperature patterns?

What can you tell about the frequency of rainfall?

Is there a temperature/ rainfall pattern?

Think about your seasonal activities. Would Koreans probably be doing the same activity at the same time of year? For example, we go to the beach in July. Use the data to explain your answer.

2. Examine the data for temperature OR rainfall for both cities.

Use words of comparison like greater than, less than, fewer, most, and least in order to tell about similarities and differences between the climates of these cities.

3. Students work with partners to construct graphs using data from the data sheets. Bar graphs and picto-graphs will enable students to clearly see differences and trends.

BEST COPY AVAILABLE

DATA SHEET

SEOUL

Month	temperature (C)	rainy days
January	0	8
February	3	6
March	8	7
April	17	8
May	22	10
June	27	10
July	29	6
August	32	3
September	26	9
October	19	7
November	11	9
December	3	9

BEST COPY AVAILABLE

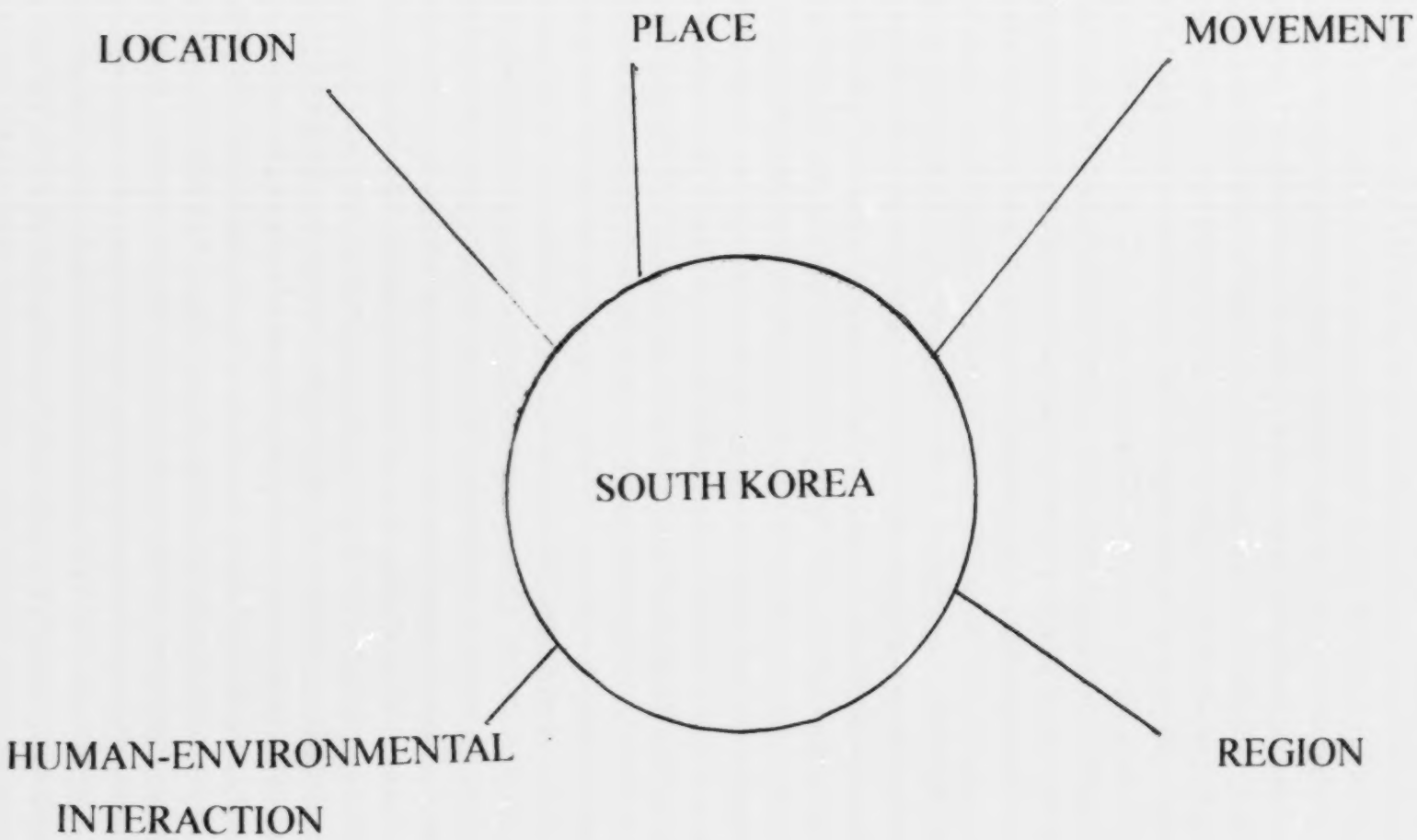
DATA SHEET

WASHINGTON

Month	temperature (C)	rainy days
January	6	11
February	7	10
March	12	12
April	18	111
May	24	12
June	28	11
July	31	11
August	29	11
September	26	8
October	19	8
November	13	9
December	7	10

BEST COPY AVAILABLE

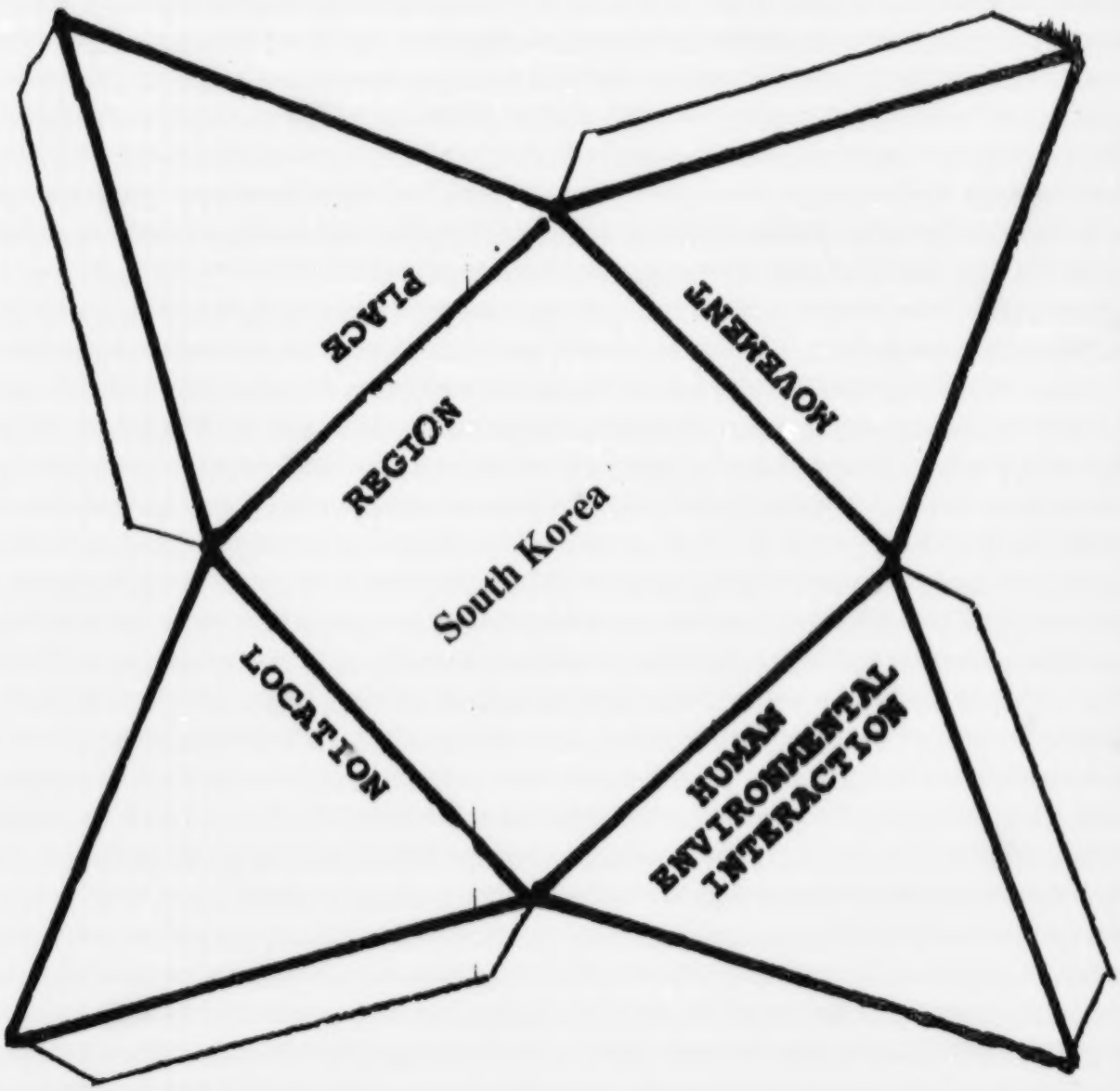
CONSTRUCTING A WEB



13

CONSTRUCTING A WEB

Activity 5



BEST COPY AVAILABLE

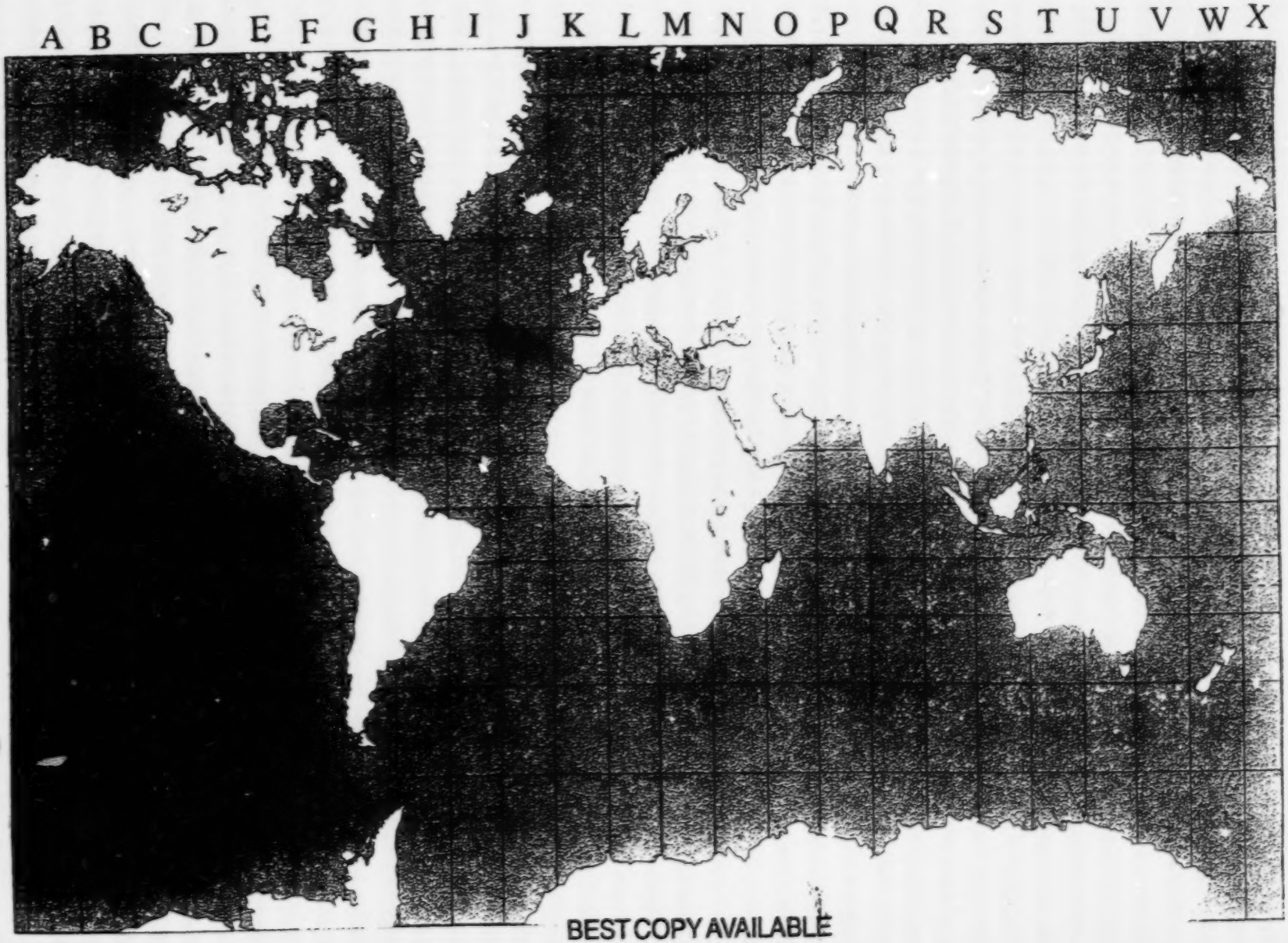
geo pyramid

Activity 5

BEST COPY AVAILABLE

THE WORLD MAP

Use an alphanumeric grid to locate both South Korea and our community.



BEST COPY AVAILABLE

U.S. Department of Education
Office of Educatonal Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE
(Specific Document)

ERIC Educational Resources Information Center

I. DOCUMENT IDENTIFICATION:

Title:	A Geography of Korea for Elementary Students		
Authors:	William P. Fitzhugh		
Corporate Source:		Publication Date:	8-10-01

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announces in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reporduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options below and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROF ONLY HAS BEEN GRANTED BY
SAMPLE	SAMPLE	SAMPLE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1	2A	2B
Level 1	Level 2A	Level 2B
●	○	○
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Name (Signature):	William P. Fitzhugh	Position/Title:	teacher
Organization/Address:	Reisterstown Elem. School 119 Second Ave., Reisterstown, MD 21136		

Telephone:	410 887 1133	FAX:	410 887 6925
E-MAIL Address:	LFitzh3265@aol.com	Date:	8-12-01

Send Form Clear Form